

OPENED OR CLOSED SOCIAL SCIENCES: HISTORY, DEBATES AND LESSONS FOR THE ISLAMIC UNIVERSITY IN UGANDA

By

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ABSTRACT

The social sciences are those that study society and its components (individuals and social institutions).The goal is to look at social sciences by identifying key grounds for their existence and giving recommendations for how they might be improved in places like IUIU.

The study was the product of an examination of secondary sources and works on social sciences by well-known scholars and scientists, as well as a compilation of experiences gained as a social science educator throughout time, all of which were viewed through the lens of IUIU. The study revealed that social sciences in institutions such as IUIU may be improved to make them more responsive to societal issues. The growing reliance on social sciences to provide practical solutions to the world's too many problems raises important considerations for social science disciplines and need timely responses on how these issues will be resolved. However, it is worth noting that certain of the social sciences' disciplines, as well as the way they are conducted, the study topics addressed, and the answers proposed, are a direct result of the complex society. Finally, institutions should learn from such issues in order to cut their structures, disciplines, and related programs in the same way. IUIU should not be held in high regard.

KEY TERMS: Social sciences, Natural sciences, history, history, institutions, Higher learning, methodology, disciplines, IUIU, society, relevance

INTRODUCTION

Social science disciplines are those that deal directly with the society. Their main goal for existence is to establish practical solutions to the social and in other cases economic and political problems of the day. Social science is a branch of academic study or science that deals with human behaviour in its social and cultural aspects. Re-establishing the connection between social science and social problems should be a high priority for all of us -- social scientists and the non social scientists alike. The discipline of historiography is regarded by many as a social science, and certain areas of historical study are almost indistinguishable from work done in the social sciences. In the United States, focused programs, such as African-American Studies, Latin Studies, Women, Gender, and Sexuality Studies, are, as a rule, also included among the social sciences, as are often Latin American Studies and Middle Eastern Studies.

Byrne, D. S. (1998) agrees that social sciences ought to be directed towards addressing important social problems, and that the research agenda for social science ought to be influenced or shaped by the constituencies in society who are most affected by these social problems. At bottom – the social sciences ought to be engaged in a serious way in improving the quality of life for the people of the globe. They can best do this; it would seem, by discovering some of the causes of persistent social problems and providing a sound basis for designing policies that have a chance of ameliorating them. And they can focus their research agendas by working closely with practitioners and the ordinary people who experience these social problems. This will offer society the long term and sustainable solutions to such problems (Ward, L. F. (1924)

There is no doubt that our society needs the knowledge and methods that the social sciences can provide, if we are to have a good chance of solving the problems we face. And this means that the social sciences need to take on the task of practical engagement with seriousness and commitment.

History of Social Sciences

Beginning in the 1950s, the term behavioral sciences was often applied to the disciplines designated as the social sciences. Those who favoured this term did so in part because these disciplines were thus brought closer to some of the sciences, such as physical anthropology and physiological psychology, which also deal with human behaviour. In the largest sense, the origins go all the way back to the ancient Greeks and their rationalist inquiries into human nature, the state, and morality. The heritage of both Greece and Rome is a powerful one in the history of social thought, as it is in other areas of Western society. Very probably, apart from the initial Greek determination to study all things in the spirit of dispassionate and rational inquiry, there would be no social sciences today.

During the middle ages and the renaissance, The same impulses that led people in that age to explore Earth, the stellar regions, and the nature of matter led them also to explore the institutions around them: state, economy, religion, morality, and, above all, human nature itself. It was the fragmentation of medieval philosophy and theory, and, with this, the shattering of the medieval worldview that had lain deep in thought until about the 16th century, that was the immediate basis of the rise of the several strands of specialized social thought that were in time to provide the inspiration for the social sciences. Medieval theology, especially as it appears in St. Thomas Aquinas's *Summa theologiae* (1265/66–1273), contained and fashioned syntheses from ideas about humanity and society—ideas indeed that may be seen to be political, social, economic, anthropological, and geographical in their substance.

Very different was the beginning of the social sciences. In the first place, the Roman Catholic Church, throughout the Middle Ages and even into the Renaissance and Reformation, was much more attentive to what scholars wrote and thought about the human mind and human behaviour in society than it was toward what was being studied and written in the physical sciences.

In the 17th century there appeared the powerful influence of the philosopher René Descartes. Cartesianism, as his philosophy was called, declared that the proper approach to understanding of the world, including humanity and society, was through a few simple, fundamental ideas of reality and, then, rigorous, almost geometrical deduction of more complex ideas and eventually of large, encompassing theories, from these simple ideas, all of which, Descartes insisted, were the stock of common sense—the mind that is common to all human beings at birth.

Great amounts of data pertinent to the study of human behaviour were becoming available in the 17th and 18th centuries. The emergence of nationalism and the associated impersonal state carried with it ever growing bureaucracies concerned with gathering information, chiefly for taxation, census, and trade purposes. However, Just as in the equally important area of the study of life, no philosophical framework as yet existed to allow for an objective and comprehensive interpretation of these empirical materials. The dead hand of the Middle Ages seemed to many vigorous minds in western Europe the principal force to be combated, through critical reason, enlightenment, and, where necessary, major reform or revolution. One may properly account a great deal of this new spirit to the rise of humanitarianism in modern Europe and in other parts of the world and to the spread of literacy, the rise in the standard of living, and the recognition that poverty and oppression need not be the fate of the masses.

It would be wrong to discount the continuity between the social thought of the 17th and 18th centuries and today's social sciences. The very idea of social science, as the set of rationally deduced principles on the basis of which society was to be organized, appeared then. Second was the rising awareness of the multiplicity and variety of human experience in the world, a result of trade and exploration. Third was the spreading sense of the self-made character of human behaviour in society—that is, its historical or conventional, rather than God-given, nature. Having emerged nearly at the same time in the writings of natural and moral philosophers, it was used by Thomas Hobbes, John Locke, and Jean-Jacques Rousseau with reference to the political structure of the state, by the mid-18th century spreading to highlight the economic writings of the physiocrats and Adam Smith. These and other seminal ideas were contained for the most part in writings whose primary function was to attack the

existing order of government and society in western Europe. Another way of putting the matter is to say that these ideas were clear and acknowledged parts of political and social idealism—using that word in its largest sense. Hobbes, Locke, Rousseau, Montesquieu, Smith, and other major philosophers had as vivid and energizing a sense of the ideal—the ideal state, the ideal economy, the ideal civil society—as any earlier utopian writer.

The century 20th was that of responses to the problem of order that was created in people's minds by the weakening of the old order, or European society, under the twin blows of the French Revolution and the Industrial Revolution. The breakup of the old order—an order that had rested on kinship, land, social class, religion, local community, and monarchy

Why Social Sciences

These should be direct and spearhead the move towards practical solutions to complex social problems. There seem to be two large (Meta) goals that the social sciences should have in fighting such social problems. One is a challenge of understanding these problems in detail – both their empirical details of how the problem is distributed and evolving, and the causal issue of discovering some of the factors that produce and reproduce the problem from time to time. This involves understanding the trends in their evolution, their intractability over years, the unsuccessful fights against them and possible promising interventions to such problems.

The second larger task for the social sciences is to be in position to provide a basis for policies and interventions that have a meaningful chances and promise of solving the problems that we are faced with. These policies should be driven by the best possible conception of the social and individual dynamics of the problems to which they have been planned to solve. The social sciences should endeavor to provide better and viable assessments of the likely consequences of various proposed policies. This should be in their efforts of monitoring and evaluation of the proposed interventions. All these should be of interest to the academic institutions so as to make themselves relevant and responsive to the complex society.

This require us to engage in interpreting rules of the disciplines as well as the society intellectually is not enough; practice needs to be highlighted. Intellectual understanding gives rise to formula which in turn can be treated as a basic premise since no formula is a conclusive end in itself

This will not be simple in social life – and it is clear enough that there are complex interactive causal processes at work in the creation and sustenance of most social problems as noted by Peter Winch (1958). The scope of prediction in the social sciences is limited, and this means that it is rarely possible to provide a categorical prescription such as this: “do this, and such-and-so will result.” Instead, the social sciences are perhaps most useful when they help to identify some of the behavioral complexities that might turn into “unforeseen consequences” – and thereby help to design policies that are more fault-tolerant.

These are all problems that have and will continue to have massive consequences for human wellbeing. Each of them is itself the indication and manifestation of complex social and behavioral forces some of which have an individual bias. The interventions and solutions will require the artful design of new institutions and new ways of coordinating social behavior in a more responsive manner. In short -- these are problems that are much more challenging, intellectually and practically, than decoding the human genome or controlling a nuclear reactor or putting a human on Mars. The best efforts of talented and committed researchers (basically social scientists) will be needed in order to understand and change these conditions.

The other justifications for why social scientists can include:

- i. Leads to professional careers in dynamic fields of practice
- ii. Is intellectually challenging and personally rewarding as an onus to the concerned social scientists
- iii. Is focused upon the fundamental workings of human societies, something that makes it key in the understanding and exploration of all units of the society and their conduct.
- iv. Is an expanding area for engagement
- v. Is an area of ever-changing and growing knowledge and therefore responsive to the complex society.
- vi. Develops analytical skills highly desired for understanding the society better.
- vii. Thinking critically and analytically in more moderate manner.
- viii. Evaluating and synthesizing arguments as explanations for social problems and the possible interventions.
- ix. Communicating knowledgeably and effectively which is also a requirement for evaluative studies.
- x. Applying research methods in national and international field settings

By the end of this, a lot of knowledge must have been achieved within the social sciences faculty to enable them be able to attain the following as far as bettering social sciences is concerned.

Emphasis should be put to understanding and appreciating cultural diversity in social phenomena. Cultural diversity refers to the similarities and differences among cultures across ethnic, religious and language boundaries plus other identities .IUIU has been an institution of diversity related to religions (Christianity, Islam, savedees and others), ethnicities/tribes from all over the country; nationalities (Somalis, Ugandans, Kenyans, Tanzanians, Nigerians and others).this has created a lot of diversity that needs recognition if effective social sciences are to be realized. To recognize our commitment to cultural diversity and to sustain and enhance a culturally inclusive environment, IUIU must continue to promote a respect for cultural diversity in University and this should be reflected in both the programs and policies that the universities take up. This should be in addition to continuing to encourage the staff and students to observe the values of inclusiveness and fairness whilst maintaining high professional standards so they are able to effectively interact with and operate in this culturally diverse community.

The responsibility of the university is to continue to provide adequate facilities and use materials and methods that are culturally appropriate for students and staff in the University. They should additionally develop initiatives that promote mutual respect, harmony, cooperation and opportunities for cross-cultural exchange coupled with supporting an educational approach to the challenges that cultural diversity brings. In essence, University promotes inclusive teaching and internationalization in all areas of teaching and research through discussion forums on the internationalization of the curriculum, teaching diverse learners and cultural diversity in the workplace (Potter, D.; 1988). A culturally inclusive University provides a creative and productive, innovative environment, and promotes mutually respectful relationships.

To ensure that the negative aftermath of diversity is fought, teachers can use strategies like:

- i. Treat each student as an individual, and respect each student for who he or she is
- ii. Rectify any language patterns or case examples that exclude or demean any group
- iii. Recognize any biases or stereotypes you may have absorbed.
- iv. Introduce discussions of diversity at department meetings

- v. Get a sense of how students feel about the cultural climate in your classroom. Tell them that you want to hear from them if any aspect of the course is making them uncomfortable
- vi. Don't try to "protect" any group of students. Don't refrain from criticizing the performance of individual students in your class on account of their ethnicity or gender. And be evenhanded in how you acknowledge students' good work.
- vii. Do your best to be sensitive to terminology that refers to specific ethnic and cultural groups as it change
- viii. Convey the same level of respect and confidence in the abilities of all your students
- ix. Become more informed about the history and culture of groups other than your own

In other instances, the theory and practice of the disciplines and applied fields of social science should put in consideration the nature and operation of societies coupled with the different characteristics of the different units therein(the people, the institutions, social systems and others). IUIU should equally engage in recognizing gender, ethnic, racial and class inequalities from the past and present.

- Identifying causes and consequences of social disadvantage and advantage
- Conceptualizing the future through appreciation of the past.

With reference to the Gulbenkian Commission on the Restructuring of the Social Sciences, one can have some understanding on the historical development of social sciences and that is why it will not be an area of concern here. Islamic university in Uganda is one of the private institutions in Uganda that started in 1988 as a way to ensure that literacy rates of the Muslims in the country improves and also to extend educational services to the underprivileged sections of the country. It was established out of the mandate of the parliament and it is in place because of a charter.

For social sciences to therefore make themselves relevant to the society as interventionary sciences, a lot has to be done in line with:

- i. Revival of the university system as a centre of knowledge
- ii. Need for increased quality of knowledge production
- iii. Increased government funding on 'sciences'
- iv. Recognition of the forgotten groups

For the restructuring of social sciences, the writer's recommendations are numerous.

- Creation of research groups. The lessons for IUIU here are numerous.

To conceptualize research, we should begin by noting that research is a formal work undertaken systematically to upgrade the technical knowhow and use of knowledge to devise new applications for the societal benefits. It is used to establish or confirm facts, reaffirm and expansion of the results of previous study, solve new or existing problems, support and develop new theories. The foremost purpose of research is to document, discover and interpret facts about different topics. There are several forms of research such as scientific, humanities, artistic, economic, social, business, practitioner research etc. The major steps of conducting research are: Identification of the research problem, Literature review, specifying the purpose of research, Determine specific research questions and hypotheses, Data Collection, Analyzing and interpreting the data, Reporting and evaluating research, Academic publication to make it available for a wider audience.

This same idea seems to be raised in the writings of Roy Bhasker (1979) in his 'idea of social sciences'. The relevance of Bhasker's study/work to the nature and practice of social sciences is too clear. The main purpose is to defend the idea that society can be "studied in the same way as nature," but his argument might best be read as presenting the meta-theoretical basis for a critical, specifically Marxist, theory of society that looks at the society through the lens of super determination and exploitation. This same work is based on the Bhasker's earlier work, *A Realist Theory of Science* (Atlantic Highlands, N.J.: Humanities Press, 1978), which presents his conception of how we do (and must) study nature. Here, where as one may agree with the argument, we should contextualize this in view of the extent to which one can be as scientific as the natural sciences.

Bhasker never adequately explains what he means by scientific explanation. One of the virtues of the deductive nomological model is that it links the explanation of a phenomenon to the testing of a theory in a relatively clear and straightforward way. But to the reader of this, a lot still misses up to beef up the explanation.

Concerning the Need, a well organized and controlled research enables researchers to test and compare different theories and approaches, explore different methods and learn from experiences. This is because a well proven theory that works in one situation might be ineffective in other situations or when combined with several other constraints. The advantage of carrying out research is that for lot of studies, the findings can be recorded numerically and statistically analyzed in order to determine whether the findings are significant i.e. the extent

to which it can be claimed with a specified degree of certainty.

IUIU will need to revitalize a Research; publication and Innovation department
The RPI department with branches at the faculty of social sciences will have the following functions additionally:

- 1) Providing a creative atmosphere in RPI activities of the Social science faculty.
In order to create a healthy research environment and overall academic advancement in a social science faculty, it has to take steps in forming research groups. The group members should consist of Heads of Department and one faculty coordinator from each department. This will help in initiating all intra-disciplinary and all inter-disciplinary research approach. The faculty coordinator and respective heads of department will assist RPI Department for its smooth functioning. The group members will keep updating themselves and communicate to their respective departments about recent trends/ innovative technologies/ conferences/ workshops/ seminars/ short term training program to be held in the faculty with respect to their fields.
- 2) Igniting/ enticing Young social scientists: The best research available workforce is our students. The teacher while delivering any topic in class must be able to ignite young minds and make every lecture a thought provoking one. This allows the students to explore their own ideas and experiment it in the form of innovation. There are a lot of opportunities in social sciences that have not been explored.
- 3) Faculty Participation and Development of Major Facilities in Department
The faculty with its various departments(history, geography, political science, languages, social work and social administration economics and mass communication) will have to explore the potential of research in their faculty laboratories with the available resources and if required new equipments can be procured to facilitate the RPI activities. The faculty coordinator (RPI) should identify the best projects in their department and have them communicated to RPI department. Social science students can be encouraged to perform good hardware/ software projects and write quality papers so that they can be submitted to the reputed international journals and conferences. The concerned guides will be appreciated by giving awards.

The running projects are Muslim Oral history for history department, Islamic economics for economics, cross cultural foundation of Uganda project in department of political science.

- 4) Including New Experiments: The Faculty should think upon the inclusion of new

experiments and projects in the calendar (with due approval from Registry) and add them as open ended experiments. The faculty will prepare the instruction manual mentioning aim of the experiment, apparatus required, theory, observation table, graphs, results and conclusion. This will enhance student's thinking ability apart from regular studies and projects.

5) Monograph/ Book Chapters/ Books writing: A monograph is a specialist work of writing on a single topic or an aspect of subject written by a single author. The prime objective of a monograph is to present information and scholarly research on a very specific topic. The information encased in a monograph is always meant to educate others in some way, and ideally, it should advance the author's field as a foundation for future research. The author's need to make sure that they are not conducting research and writing on previously covered topics without contributing something new.

Book writing is an integral act of an academician. This should be encouraged and emphasized to the social scientists and should capture social aspects that generate educative debates and hence continued discussions thus enforcing rational thinking skills.

6) Organizing Workshops/ Seminars/ Conferences: The RPI will organize the Faculty lectures on topics of general interest. It will arrange guest lectures by distinguished personnel with outstanding achievement. The workshops on research methodology/ technical writing will be arranged on regular basis to strengthen the basis for RPI activities. This should involve both the external and internal instructors as a way of encouraging critical debates on social phenomenon.

7) Facilitates the interaction with external agencies both National and International. The students and faculties must enroll for the membership of professional bodies such as Institution of social scientists or even groupings as per their respective departments. This will increase the interaction of the officials from these external agencies. Such collaborations can even result into internship placements for the students as in organizations like local governments, councils, NGOs and other government agencies. These will offer the practical grounds for students to express their skills and theories learnt from the class. FASS therefore needs even a memorandum of understanding with such organizations.

8) Future Plans: The faculty in future foresees to promote and manage externally funded research, updating the website of IUIU about the research and development activities, signing Memoranda of Understanding with the international academic and research Institutions and industries to strengthen collaborative research efforts, Technology development and Transfer mission, and administrating research projects.

The basic question in regards to the kind of social science that we want to build. To answer this question, it will require us to deal with the clash of values that characterizes modern societies. To respond to this, social scientists can choose to exit, understand and appreciate geographical segregation or even to enter into a dialogue as social scientists. However, these debates have an implication on the nature of social sciences that we want to build especially since 1945. This requires redesigning of the organisational structure of the social sciences themselves. There is need for social sciences that not only emphasize on the career training of students(though this is not the most important mechanism of control) but also goes beyond, with it in mind that these disciplines have controlled the career patterns of scholars even after training. Consider the teaching and learning positions in universities

For FASS to be successful there is need to have a look on the research policy of IUIU and try to find out the most appropriate research structure/organization for the faculty and specifically the staff and students.

Secondly, consider the expertise of your colleagues, and the works they have already developed from collaborative teams with them, so that you can try to define some reasonable goals for better planning of your research activities.

Since the research groups shall be divided into both the undergraduate and graduate groups, the key to successful undergraduate research groups are positive personalities. FASS has had students with 2.0-4.0 GPAs as well as students with no background-excessive previous research background work in our entire life. The academic staffs may make no difference in productivity or morality. However, individual personality can be the key factor in determining the future of our group. FASS needs to Interview aspiring researchers (both students and staff) and get to know them on a level outside of their grades (students) and for the staff (experience/interest). A 4.0 scholar with an "I'm just/only here for money" or "I don't care about this project for as long as I get my benefit" attitude will surely drag down the research groups morale. Even if students aim to have independent studies, the "team" vibe is surprisingly essential to maintain healthy competition and favorable outcome to the group, as a whole, on various levels. FASS needs to get students that can be reliable, arrive on time, submit assigned tasks on time, and have a desire to learn. These seem like simple issues but have a very big impact. For example you'll notice that once one researcher arrives late on a consistent basis, the rest will gradually follow. Little irresponsible issues can have a long-term effect on the success of the faculty group.

In short, just strive to find research undergraduates who are energetic about their studies and

you will notice significant rewards in the metaphorical health of your research group. The faculty of social sciences should also understand that undergraduate researchers have less time to work on their study while graduate students are being groomed to conduct research with the majority of their free-time. However, undergraduate students have little to no experience in comparison to graduate students (this is made worse with the way how these are taught research methods /their interest in research activities) and that allows for a "teaching and learning" atmosphere that will only improve the performance of the students in the long-term. This should be given absolute consideration. (Potter, D. (1988).) IUIU thus needs to build more capacity of the staff as well as increase the funding to research activities in the faculty. This can be done by teaming up with other institutions or interested parties especially where the parties share the same research interests

The funding of interdisciplinary research programs:

This is an effort of both the university as well as the individual faculties. It requires both of them to solicit funds for research that cuts across disciplines and faculties or even universities.

The compulsory joint appointment of Teaching Staff is another effort recommended by the writer. **Section 38** of the IUIU statute talks about Faculty members. The faculty members of the university are the following—professors; associate professors; senior lecturers, lecturers and assistant lecturers; and teaching assistants and tutorial fellows. Section 50 talks about the appointment of the staffs. It notes that

1. There shall be an appointments committee consisting of nine members appointed by the council on such terms and conditions as the council may determine.
2. The appointments committee shall, except as otherwise provided by this Act, be responsible to the council for the appointment, promotion, removal from service and discipline of all officers of the academic and administrative staff in the service of the university.
3. All members of staff, whether academic or administrative, and any other category of employee of the university shall—

i) be subject to the general authority of the council and the rector;

except where it is otherwise expressly provided in relation to any other category of employees, be deemed to be employed on a full-time basis'

Considering the above, it's advised that teaching staffs should be jointly appointed by FASS and the Secretariat (as the key department in the appointment's committee). Dean and deputy dean should sit on such committees in addition to the heads of department or an equivalent person. Deans just advise but the head should look at the potential of the official in terms of knowledge command, experience and relevance to the departments concerned. The decisions and opinions of these people should be taken as a priority while making the final decision of whether the person should be recruited into FASS or not.

As of now, the deans and heads are just consulted from without the committees and chances are minimal that their opinions shall count as a priority, not an option in final decision making. The other way can be to first apply through the department then faculty up to secretariat and then also recruitment process follows the same procedure till the latter. This can maximize transparency and accountability of the officials concerned and hence making FASS a better faculty. In relation to the staffs recruited, social sciences can be bettered and made responsive to the community challenges and problems.

- The requirement of interdisciplinary work for graduate students

In other cases, such institutions should also multiply disciplines (research and trainings) putting into consideration the Problem of resources (human and financial), have inter disciplinary collaborations on curricula with reference to the invent graduate systems (as in USA) or even the seminar system (as in Germany). There should be free elective systems, social science research councils, increased concentration on Area Studies, streamlined core requirements which popularized them by looking at other institutions and copying what is relevant. This is in addition to having exchange programs

Universities should ensure a multiplicity of languages in scholarly use to ensure linguistic richness of social scientific activities. Universities should not fix research methods but make it open to accommodate new knowledge. It should be cross cutting between NS and SS

There is need to link with the government and policy makers to make academics societally relevant. This kind of collaborations will ensure trust in academic institutions as they respond to the changes in the contemporary world (Leavitt, F. M., and Brown, E. (1920).

In spite of this deep problem in the very central claim of the works of Bhasker, it represents a potentially important contribution to the philosophy of the social sciences. It is one of the few systematic attempts to go beyond Weber and to provide an account of social science that reconciles the ostensibly opposed demands of understanding and explanation. He offers particularly interesting treatments of some of the central concepts that must appear in any social theory, including the relationship between individual and society and the explanation of belief

systems and ideology. Unfortunately, in many places the importance and value of his arguments are obscured by stylistic infelicities, and by frequent allusions and references that will be intelligible only to professional philosophers deeply versed in this literature./

Conclusively therefore, social sciences have the potential to respond to the problems of the society and institutions that offer such courses /programs have the mandate to design disciplines that help society.

The contributions made by the arts, humanities and social sciences are substantial. It can be noted that these disciplines have an important role to play in the education of individuals, and also contribute to the understanding of our society, culture, and social well-being in its widest sense. They enhance the context in which issues are seen and discussed, and raise and answer fundamental questions facing society today. They make a large and diverse contribution to public policy. But their impact should not be measured solely in terms of immediate changes in policies. These subjects also lead to much deeper changes in the way in which policy-makers and others view the world. Such research is important in its own right. It is part of a scholarly function which sustains a strong tradition of analysis and investigation extending beyond the immediate needs of the economy, and underpinning a culture of open and informed debate essential in a democracy. IUIU can offer better when its considerate.

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